

Ready, Set, Teach
Evaluation of Technology Lesson:



Intern name: *Maggie Ward*
Evaluator: *Mrs. Karen Kallas*
Date: *3-25-11*

Class: *Mrs. Rybus' 4th Grade*

Title of Lesson: *Habitats & Biomes*

Rank the following items on a scale of 1 – 5 with 5 being the highest. Please include notes for any score less than a 3. NO = Not Observed

| Criteria | 5 | 4 | 3 | 2 | 1 | NO |
|--|---|---|----------------------|---|---|----|
| The intern seems poised and confident with the students. | ✓ | | | | | |
| The intern seems prepared and comfortable with the material. | ✓ | | <i>well-prepared</i> | | | |
| The objective(s) are obvious during the presentation of the lesson. | ✓ | | | | | |
| The intern captures the students' attention with a focus activity such as a sponge, a motivator, a transitional question, etc. | | | | ✓ | | |
| The delivery and pacing of the lesson are smooth, not fragmented. | ✓ | | | | | |
| The intern speaks fluently, using good verbal communication cues. | ✓ | | | | | |
| The intern uses appropriate non-verbal cues to direct and guide students. | ✓ | | | | | |
| The intern is supportive and encouraging to all students. | ✓ | | | | | |
| The intern checks for understanding during the lesson. | ✓ | | | | | |
| The intern uses appropriate questioning techniques. | ✓ | | | | | |
| The intern tries to keep all students engaged in the lesson. | ✓ | | | | | |
| The intern has tried to steer the students toward higher level thinking skills in relationship to Bloom's Taxonomy. | ✓ | | | | | |
| The intern stresses the value and the importance of the lesson to the students. (Why do the students need to know this information?) | | | | | | ✓ |
| The planned activities meet the objective(s) of the lesson. | ✓ | | | | | |
| The intern conducts him/herself professionally. | ✓ | | | | | |
| The intern is wearing appropriate dress for the teaching profession. | ✓ | | | | | |
| Students receive constructive feedback from the intern. | ✓ | | | | | |
| The intern redirects disruptive or inappropriate behavior, if any. | ✓ | | | | | |
| Time and materials are managed well throughout the lesson. | ✓ | | | | | |
| The intern spends time interacting with all students, not just a few. | ✓ | | | | | |
| COLUMN TOTALS | | | | | | |

Point Total *92*

List technology that was incorporated into the preparation or presentation of this lesson. (50 points may be awarded based on the appropriateness of the technology for the TEKS and the lesson activities and how smoothly it was integrated into the lesson. Was the technology used a 21st Century tool?)

Great use of Storyjumper. It's obvious you had tried to work out "links" prior to lesson

Technology Score *50*

95%

Maggie - It's obvious you had prepared for this lesson. You had accounts built and you were ready to assign biomes.

This is a noisy lesson, but notice how the noise is all on task. When you can hear kids say, "This rocks," or "This is cool!", you know the interest level is high!

Using a site like this, which allows all students to use computer graphics, makes it fun for those students who know the information but just can't draw.

You gave the students another site to explore for habitat information. (MGBret.net)